

California WIC:  
Working with Diverse Staff and Participants  
In-Service Series

# Telling Your Story



**In-service # 3**  
**Agency Name:**  
**Trainers:**  
**Date:**

*Revised 2-06*

## Telling Your Story

### **Who:**

All WIC Staff at a clinic site —group of 8 to 15 people including nutrition educators, nutrition assistants, R.D.s, clerks, agency leaders and supervisors, and receptionists. This can also be done effectively with a much larger group.

### **Why:**

**Overall** - WIC Staff come from as varied a background as the WIC families. Staff have requested training on how culture can impact communication. This workshop series is designed to explore the concepts of cultural diversity and competence.

**For this in-service** - This is the third in a series of three in-service activities.

This in-service focuses on how culture influences the expectations that staff and WIC families have about health related services. During this in-service, staffs also explore how to become even more competent with other cultures.

### **When: (insert actual day and time)**

1-2 hours (may be adjusted as needed), at a staff meeting.

### **Where: (insert location)**

At local agency staff meetings, room arranged with a semicircle of chairs and small work tables.

### **What:**

- **Welcome and Introductions**
- **Warm-Up –Quote Me**
- **Telling Your Story**
- **Closing-When I Am Culturally Competent...**
- **Evaluation**

### **What for-Objectives for the learner are to:**

1. Share some of one's own cultural experience and personal story.
2. Describe from listening to one another how different cultures define and treat health concerns addressed at WIC.
3. Identify how past experiences can influence current individual and collective beliefs and behaviors.
4. Explore how to become culturally competent.

# **Telling Your Story**

## **Leader's Preparation Checklist**

### **Materials needed:**

- Flip chart paper and easel
- Colored markers
- Masking tape
- Post-its
- Colored paper
- Timer (optional) or chimes
- Music (preferably multicultural) and boom box

### **Handouts:**

- Agenda for this in-service (optional)
- What Cultural Competence Means  
(NOTE: Instead making these two handouts you can 1) create a Trainee Handbook by deleting the Leader's notes from this workbook OR 2) put all the information in the handouts on flipcharts)
- Telling Your Story Interview Cards (duplicate master that appears on pages 9 and 10 of this design). Select 1-3 topics to use for this activity. Each person will need a set of cards, so make a few extra depending on how many staff might come. Hint: Copy onto card stock or other heavy paper for more durable cards. Cut along lines to separate the cards and then group them in sets of six.

### **Flip charts to prepare:**

1. Agenda
2. Quotes- Quotes on Flip Chart Paper or Visible Paper to Post
3. Directions for Quote Me
4. Directions for Telling Your Story
5. Directions for When I Am Culturally Competent.
6. Evaluation –Likes and How Abouts

# Telling Your Story

**Agenda**  
***Telling Your Story***  
(insert timeframes)  
(insert date and place)  
**Total Estimated Time 60-120 minutes**

**1. Welcome, Introductions and Icebreaker** 5-15 mins

Overview of the In-service  
Optional icebreaker

**2. Warm-Up: Quote Me** 20-30 mins

Staff discuss culture related quotes in a gallery walk and reflect on cultural competence

**3. Telling Your Story** 30-40 mins

Paired interviews, large group discussion

**4. Closing- "When I am Culturally Competent..."**  
15-30 mins

Staff reflect on what they might do to become more culturally competent

**5. Evaluation** 5 mins

Likes and how abouts or complete evaluation form



# Telling Your Story

## 1. Welcome and Introductions

### Leader's Notes

**Location:** Circle

**Time:** 5-15 minutes depending upon if icebreaker is included

**Purpose:** To introduce the in-service and look at the agenda

**Directions:** Post the agenda and pass out the workbooks or handouts you have prepared.

Introduce yourself and share a little about the purpose of the in-service. Say that "today we will be looking at how our individual experiences or stories shape health beliefs and practices."

If you are using an icebreaker, give the directions.

Refer to the posted agenda and pass out the workbook, if you are using one. Review the agenda together and encourage discussion.

**Handouts:** Agenda or trainee workbook (optional)

**Flipchart:** Agenda

- a. Listen to this brief overview of our in-service today.
- b. What interests you the most? What questions do you have?

# Telling Your Story

## 2. Warm-Up - Quote Me

### Leader's Notes

**Location:** Room with space to move around and view quotes

**Time:** 20-30 minutes depending upon the size of the group and how you structure the discussion

**Purpose:** To help staff process information about cultural competence.

**Directions:** Post the quotes around the room so that they are visible. You may need to point out where the quotes are posted. Decide on which of the following two ways you will facilitate this activity.

***Option 1-*** People are invited to stand next to the quote that speaks to them and discuss it with others standing there. You hear from all groups. NOTE: This way is explained below in the trainee handbook on the following page.

***Option 2-*** Form small groups. Assign each group a quote to start with and then direct them to move around the room in a clockwise fashion when you give a signal. Depending upon the time and energy of the discussion, everyone can move through all the stations or just some of them. Hear from all groups.

**Materials:** tape, timer if needed, or signal

**Flip Charts:** "Directions for Quote Me and Discussion Questions"

**Quotes:** *Select 3-4 to post or choose your own*

#### Sample Quotes:

1. "Some people think we are made of flesh and bones. Scientists say we are made of atoms. But I think we are made of stories...that are what people remember, the stories of our lives and the stories that we told..." *Ruth Stratton*
2. "There never were in the world two opinions alike, no more than there were two hairs or two grains: the most universal quality is diversity..." *Montaigne*
3. "There is only one journey-going inside yourself..." *Rainer Maria Rilke*
4. "The quieter you become, the more you can hear..." *Sanaya Roma*
5. "We are each us angels with only one wing, we can only fly by embracing one another..." *Luciano de Crescenzo*
6. "My life is my message..." *Mahatma Gandhi*

## **Telling Your Story**

- a. Walk around the room and look at the quotes that are posted. These quotes are about understanding one another. Stand next to the one that speaks to you.
- b. With the other people standing there, talk about why you selected this quote:
  - How does your experience match or not match this saying?
  - How does this saying apply or not apply to becoming culturally competent or understanding others?

We will hear highlights from each group.

# Telling Your Story

## 3. Telling Your Story

### Leader's Notes

**Location:** Tables

**Time:** 30-40 minutes

**Purpose:** To consider how culture affects our communication with others.

**Flip Charts:**

"Telling Your Story Directions"

"Telling Your Story Questions" (choose some or all or adapt)

- How did it feel to do this activity? What did you learn about yourself?
- What did you notice about how your approaches to health care differed from your partners? From your parents?
- What did you notice about the interview questions? How did they help you gain more information from your partner? Was it easier to talk to someone you see as the same, or someone who was different? Why?
- How do you think the personal experiences you shared during the interviews affect your work at WIC?
- What are some things we can do to ensure that we do not assume that all of our clients from a particular culture share the same beliefs or practices (can write these down)

**Materials:** card stock or heavy paper for interview cards

**Handouts:** cards, workbook, if using

**Directions:** Prepare interview questions, one set for each person. Decide on 1-3 topic areas. Post "Telling Your Story Directions". Prepare flip chart with "Telling your story questions."

***Give Overview-*** Say "we will have a chance to interview at least two other people about health related topics that are familiar in WIC." Let them know they will be asking some questions about past and current family and community messages related to health. They will be thinking how their cultures influenced their beliefs and behaviors.

You might find it helpful to give an example such as " you might interview me about food and eating and I might interview you about teen age pregnancy. OR we both might decide to interview each other on health issues."



## Telling Your Story

***Explain Timing*** - Let them know they will have about 5 minutes for each person to interview the other. You as the leader will signal them when it is time to switch. Remind them to listen as best they can and take notes, if they like.

***Directions*** -

1. Hand out the interview cards to everyone. Tell them to look around the room and find someone that appears "different" from them in age, ethnicity, gender, marital status, religion, and/or nationality, etc.
2. When they have their partner, they can choose whatever interview question they like to interview their partner. They do may use the same questions.
3. Depending on time, you can ask the group to find another partner who is also "different" from them and repeat the activity or they can find someone they perceive as the "Same" as them and interview to notice the difference.
4. Be sure to give signals when time to switch. When the interviews are completed, debrief using some questions.

# Telling Your Story

## Telling Your Story Interview Cards

<p><b>Telling Your Story #1 – Nutrition</b></p> <ol style="list-style-type: none"> <li>1. What were meal times like in your household, growing up as a child?</li> <li>2. What messages did you receive about nutrition/diet/ body weight as you were growing up?</li> <li>3. How is this approach similar to or different from that of your parents and grandparents?</li> <li>4. What impact has working at WIC had on your eating patterns and nutrition?</li> </ol>	<p><b>Telling Your Story #2 - Breastfeeding</b></p> <ol style="list-style-type: none"> <li>1. What did you learn from the women in your family or community about breastfeeding? What reasons were you given to breastfeed or not?</li> <li>2. What was your grandmother or mother's experience with breastfeeding? What has been your experience?</li> <li>3. How have your family &amp; community messages influenced your beliefs/behavior related to breastfeeding?</li> </ol>
<p><b>Telling Your Story #3 - Pregnancy</b></p> <ol style="list-style-type: none"> <li>1. What customs, traditions, and norms related to pregnancy were present in your household or community when you were younger?</li> <li>2. In your culture/community, what foods are believed to be healthy during pregnancy and why?</li> <li>3. What are some of your beliefs about ways to care for a new baby?</li> <li>4. How are your beliefs &amp; behaviors similar or different from those you were raised with?</li> </ol>	<p><b>Telling Your Story #4 – Teen Pregnancy</b></p> <ol style="list-style-type: none"> <li>1. What did you learn about family planning and birth control from your family &amp; community growing up?</li> <li>2. How was teen pregnancy viewed in your culture or community when you were growing up? Has anything changed since you were younger?</li> <li>3. How are your ideas similar to, or different from, that of your parents and grandparents</li> </ol>

## Telling Your Story

### Telling Your Story #5 – Health

1. What did your family believe caused illnesses? How were illnesses prevented and treated?
2. Who in your family, growing up, made decisions about or took responsibility for your family's medical care? What happened when you got sick?
3. How might your beliefs be similar to, or different from, that of your parents and grandparents?

### Telling Your Story #6 – Substance abuse

1. What messages did you receive growing up, about drug and alcohol use? What about smoking?
2. If you or someone you knew wanted help with alcohol or drug problems, where would you turn for help?
3. How might this approach be similar to, or different from, that of your parents and grandparents

## Telling Your Story

- a. We are going to do an activity in which you will interview someone and be interviewed. The questions you will use are about WIC topics we often ask WIC Families-*(Leader Notes: Use the ones you selected-nutrition, breastfeeding, pregnancy, teen pregnancy, health and/or substance abuse).*
- b. Think about what topics you feel comfortable talking about. You may choose whatever topic you would like to be interviewed about. The person interviewing you will use their interview questions as a guideline. When it is your turn to interview, start by asking your partner, which topic would she/he like to talk about?
- c. Find a partner that you think is different from you. They could be different in age, ethnicity, gender, marital status, religion, education, or nationality. Take turns interviewing each other. It is okay if you both use the same topic. You will have about 5 minutes each to conduct your interview. When it is time to switch, you will hear a signal.
- d. Now, find another partner that seems more similar to you. Again, each of you select a topic each to talk about and take turns interviewing each other. Each of you can use the same topic, or they can be different topics.
- e. Let's talk about what happened.

## Telling Your Story

### 4. Closing-“When I am Culturally Competent...”

#### Leader’s Notes

**Location:** Table/Circle

**Time:** 15 minutes

**Purpose:** To reflect on the next steps to becoming culturally competent

**Directions:** Post the following three questions on a flip chart. Make sure everyone has markers and colored paper to draw on.

- When I am the best I can be at communicating with other cultures, what will that be like?
- What do I need to do to be better at this?
- When I am communicating very well with other cultures, how will this affect others?

Say that this activity will help you think about the next steps to becoming culturally competent.

**Materials:** markers, colored paper

**Flip Chart:** Flip chart with “When I am Culturally Competent Questions”

**Handout:** What Cultural Competence Means

**Facilitation:** This activity uses a technique called appreciative inquiry that allows people to imagine the future and work towards it in their minds. Since this can be a sensitive topic, wait for people to offer to share rather than calling on any one. Most of the learning occurs in the pair activity.

## **Telling Your Story**

- a. Read the handout: "What Cultural Competence Means". In pairs, talk about what you feel you might want to do to become more culturally competent. We will hear from the group.
- b. Think about these "When I am Culturally Competent" questions:
  - When I am the best I can be at communicating with other cultures, what will that be like?
  - What do I need to do to be better at this?
  - When I am communicating very well with other cultures, how will this affect others?
- c. On the paper provided, draw or jot down your ideas. In the circle, we will hear from everyone that wants to share.

## Telling Your Story

### What Culture Competence Means

#### Handout

### **Becoming Culturally Competent is A Journey... Not an End**

Learning about and appreciating our cultural diversity is an ongoing process.

No single workshop, in-service, or educational experience alone can “make” us culturally competent.

### **Reminder:**

- Often, when we think of culture, we think only of ethnic background.
- People generally identify with a variety of cultures.
- We often, without realizing it, make assumptions about certain groups or cultures.

### **Cultural competence can mean:**

- You can communicate across cultures comfortably and effectively.
- You have an open attitude and genuine curiosity toward others who are different.
- You are willing to learn new information and skills from people from other cultures.
- You are willing to share information about cultural experiences.

### **We have one of the best resources to help us: each other.**

- Sharing our personal and professional experiences is one of the best ways to learn about other cultures.
- By telling our own stories, and learning how to listen to other’s stories, we realize the value of cross-cultural communication, and the impact it has on our work at WIC.

# Telling Your Story

## 5. Evaluation

### Leader's Notes

**Time:** 5 minutes

**Purpose:** To evaluate the in-service and suggest ideas for improving future in-services

**Directions:** Post chart paper and distribute post-its. Ask staff to reflect on the in-service and provide feedback about what went well and suggestions to improve future meetings.

**Materials:** Post its and markers

**Flip Charts:** Have two flip charts: one titled "What I liked" and the other: "How Abouts?"

- a. Think about today's in-service. "What I liked?" and "How Abouts" for the next in-service.
- b. Write your thoughts on the post-its and post on the flip chart.
- c. Post your answers on the flip charts. Thank you for participating today.